



Modifications/Guidance to the Educator Effectiveness System for certain mandated educators

In order for the Educator Effectiveness System to best fulfill its purpose of supporting targeted educator professional growth that leads to improved student outcomes and to best work for educators, DPI is developing modifications and/or guidance to the Educator Effectiveness System for certain mandated educators*. These guidance/modifications will be available by implementation year 2014-2015.

Some examples of modifications/guidance to the Educator Effectiveness System that DPI will develop:

- Modifications/guidance for teachers with small cell sizes, such as Special Education Teachers or English-as-a-Second Language Teachers.
- Modifications/guidance for teachers with flexible groupings, such as co-teaching situations.
- Guidance on how to modify the existing framework for principal evaluations to meet the unique needs of associate or assistant principals.
- Guidance relying on specific examples from Wisconsin districts to address capacity.

During 2013-2014, DPI is analyzing pilot feedback and working with other internal DPI teams, as well as WASDA and AWSA to develop these guidance/modifications. As the modifications/guidance are intended to help make the Educator Effectiveness System better work for educators, Districts will decide whether and how to use them to best fit educators' roles. Districts may determine what tools to use for evaluation of non-mandated educators.

*Local districts use the [Flowchart to Identify Educators Mandated to Be Evaluated by the Educator Effectiveness System](#) to determine whether educators are mandated to be evaluated by the Wisconsin Educator Effectiveness System.